

Standard:

8th Grade Examine how the following conflicts during the early to mid 1800s led to acquisition and settlement of land. Conflicts will include War of 1812, Indian Conflict, Texas Revolution, and Mexican War.

Purpose:

Students will determine which conflict resulted in a particular acquisition of land.

Materials needed:

- List of land acquisitions for the given time period

Instructions:

1. Students stand by their desks.
2. Teacher reads the description of a land acquisition.
3. Students determine their answer and respond in the following manner:

War of 1812 – twist in place

Indian conflict – high-knees in place

Texas Revolution – jumping jacks

Mexican War – hop in place

Adaptations:

- The types of movement can be varied.

References:

- None

Standard:

7th Grade Explain the concept of distortion.

Purpose:

Students will understand how different maps are used to showcase different information.

Materials needed:

- Several different map projections
- Globe

Instructions:

1. Students stand by their desks.
2. Teacher presents a map to students.
3. Students determine amount of distortion they note.
4. Students jump as high as they can and try to touch the ceiling to denote high distortion, jump without using arms to denote medium distortion, and bounce without feet leaving the ground to show very little distortion.
5. Discuss.

Adaptations:

- None

References:

- None

Standard:

- 6th Grade Identify the geographic structures of Egypt with emphasis on location and description of river systems, the physical settings that support permanent settlement and early civilizations.

Purpose:

The students will identify the location of the bodies of water, cities, and landforms of Ancient Egypt.

Materials needed:

- Labeled signs of bodies of water, cities, and landforms of Egypt
- Textbooks or atlases showing map of Ancient Egypt

Instructions:

1. Bring class to an open area or move desks to perimeter of room.
2. Teacher should have the following labeled signs created:
 - Nile River
 - Blue and White Nile are in Sudan (optional)
 - Red Sea
 - Giza
 - Mediterranean Sea
 - Lower Egypt
 - Gulf of Suez
 - Upper Egypt
 - Eastern Desert
 - Cairo
 - Libyan Desert or Western Desert
 - Aswan
 - Lower Nubia
 - Alexandria
 - Upper Nubia
 - Valley of Kings
 - Nile Delta
 - Memphis
 - Luxor
 - Thebes
 - Suez
 - Port Said
3. Give each student a labeled sign.
4. Label the classroom walls: north, south, east, and west.
5. When teacher or leader calls out a landform in Egypt, the student holding the sign will crabwalk to approximately the correct location.
(You may want to start with Mediterranean Sea.)
6. Class and teacher will decide if this is the correct location.
7. If the answer is correct the rest of the students will do two (2) jumping jacks.
8. This will continue until all students had the opportunity to answer a question.

Adaptations:

- Many labeled signs.

References:

- None

Standard:

6th Grade Greek mythology.

Purpose:

Students will review major ancient Greek gods and their special powers.

Materials needed:

- Note cards with names of gods and goddesses of Ancient Greece
- Note cards with special powers of gods and goddesses of Ancient Greece

Instructions:

1. Teacher will draw Mt. Olympus on the board.
2. Inside Mt. Olympus, teacher will write as many as 10-different physical activities as there are gods/goddesses. Examples: jumping jacks, running in place, sit ups, push ups, twisting, high knees, jump roping, skipping in place, grapevine left and right, galloping in place.
3. Teacher will give each student a note card with either the names or special powers of the gods and goddesses.
4. The students will move around the room, relay the information on their note card to each of their classmates in a normal tone of voice, and proceed to find the match of the god or goddess with his/her description.
5. Once they have found the match, the pair of student's places matching note cards on the board side-by-side.
6. Students then choose an activity from Mt. Olympus, cross it off the board, perform the activity and take their seats.

Adaptations:

- Teacher may write activities on note cards to be reused.
- This game could be used for any matching activity.
(Adjust drawing accordingly)

References:

- None

Standard:

6th Grade Explain the major beliefs and practices of Buddhism.

Purpose:

The students will review the major beliefs and practices of Buddhism.

Materials needed:

- Two bells or noisemakers
- List of questions regarding Buddhism

Instructions:

1. Students form two (2) teams standing in a line directly across from each other.
2. Each team will hold hands.
3. Place the bells (or noisemakers) about 10-20 feet away from the lines.
4. The first person in each line will be asked a question from the list.
5. As soon as the first person knows the answer, they squeeze the hand (the one closest to the bell) they are holding.
6. The second person quickly begins jumping in the air and squeezes the hand of the person standing next to them.
7. Each person continues jumping in the air and squeezing hands until the last person receives the final squeeze.
8. When this happens the last person runs, hops, or skips to the bell and rings it.
9. This is the signal for the first person to tell the answer to the question.
10. Keeping score is optional.
11. The last person in line then moves to the front of the line and the student's slide down one spot and the process is repeated.

Adaptations:

- May have more than two teams.
- May be used in any subject area as an assessment, review for a test, or a class game.

References:

Minds in Motion, 2004, pg. 112.

Standard:

8th Grade Explain the fundamental liberties stated in the Bill of Rights.

Purpose:

Students will match the Bills of Rights liberties with an explanation of the liberties.

Materials needed:

- One set of cards that has the Bill of Rights liberties
- One set of cards that has an explanation of the liberties

Instructions:

1. Divide student into two (2) teams.
2. Hand out either the Bill of Right liberties or cards with an explanation of the liberties to the first person in each line. (Each team will have the same card)
3. This person acts out the liberty on his/her card until his/her team can tell them the answer.
4. Each group will be performing at the same time. The team which states the liberty first will get a point.
5. This will continue until each member of the team has the opportunity to act out a liberty.

Adaptations:

- Any type of movement can be used.

References:

- None

Standard:

6th Grade Describe the roles of people in the Maya, Aztec, and Inca societies, including class structures, family life, warfare, beliefs, and slavery.

Purpose:

The students will be able to distinguish between Maya, Aztec, and Inca's beliefs, class structure, family life, and warfare.

Materials needed:

- Three signs with Maya, Aztec, and Inca (used as a visuals on the wall)
- List of beliefs, class structure, family life, and warfare of Maya, Aztec and Inca

Instructions:

1. Make a list of beliefs, class structure, family life, and warfare of each of the tribes – Maya, Aztec, and Inca.
2. Post the three signs in different locations around the room.
3. Divide students in three (3) groups. Each group will form a circle.
4. Cut up the list of beliefs, etc. and distribute to all students.
5. Each group will take a turn stating their statement.
6. If the belief is related to Maya, the student will grapevine clockwise, if the belief is related to Aztecs, they will do, si, do left, and if the belief is related to the Inca's, the group will walk to the middle with their hands help high.
7. Repeat steps as long as time allows.

Adaptations:

- None

References:

- None

Standard:

6th Grade Identify the geographic locations of Ancient Greece.

Purpose:

The students will locate certain geographic locations of Ancient Greece.

Materials needed:

- Small strips of paper with geographic locations of Ancient Greece written on them
- Blank maps of Ancient Greece placed on board
- Textbooks with map of Ancient Greece
- Small, soft ball or object
- Stick pins and scotch tape

Instructions:

1. Teacher writes each of the following geographic locations of Ancient Greece on three separate small strips of paper (need three strips of paper for each location).
Troy, Athens, Olympia, Mycenae, Sparta, Marathon, Salamis, Thebes, Macedonia, Greece, Thessaly, Crete, Peloponnesus, Asia Minor, Balkan Peninsula, Mediterranean Sea, Aegean Sea, Sea of Crete, Ionian Sea, and Adriatic Sea.
2. Divide the students into three teams.
3. Teams line up with a chair/desk at the front of each team.
3. A textbook, the strips of paper, and ball are placed on each chair/desk.
4. One student from each team will choose a strip of paper.
5. They will skip to the map and place the strip in the correct location.
6. Student looks up location in textbook if unsure.
7. Team checks for accuracy after strips are placed on maps.
8. If the answer is correct team will walk in place 10 steps, if the answer is incorrect team will reach down and touch their toes.
9. If answer is incorrect the student will replace the strip in the correct location.
10. After a student places a strip on the map, the student will pick up the ball and pass it to next member on the team.
11. Repeat steps until all strips have been taken.

Adaptations:

- The number of teams may depend on how many students in the class.

References:

- None

Standard:

8th Grade Describe the successes and problems of the government under the Articles of Confederation.

Purpose:

Students will understand the government under the Articles of Confederation.

Materials needed:

- Any workbook page or review sheet

Instructions:

1. Distribute the worksheets to the students.
2. Give directions to students:
 - a. Move around the classroom finding classmates who can answer the questions on your sheet.
 - b. If the classmate can answer a question, he/she will nod “yes” or “no” and will write the answer using a complete sentence and initial the answer.
Each student can answer only two (2) questions.
 - c. Your goal is to have all the questions answered correctly by the end of the given time. When the students are finished they will hop to their desks and sit until everyone is finished.

Adaptations:

- This activity may be used for any class review.

References:

- None

Standard:

- 8th Grade Summarize major military battles of the American Revolution.
8th Grade Summarize the key events of the Civil War.

Purpose:

Students will explain the significance of the major battles of the American Revolution and the Civil War.

Materials needed:

- List of events

Instructions:

1. Generate list of events (teacher or student generated).
2. Assign each student an event. Depending on the number of students and events, some may have to pair up.
3. Students will then act out the event they have been given to the rest of the class.
4. Classmates will guess what battle or event is being acted out.
5. At the end of each act, students will get up, hop forward two (2) steps and sit in a new desk. Those if front will move to the back.
6. Play will continue.

Adaptations:

- This could be used for any sequencing activity.

References:

- None

Standard:

7th Grade Identifying A World Region.

Purpose:

Review of World Regions.

Materials needed:

- Knowledge of the “Birthday Song”

Instructions:

1. Review the Eight World Regions.
 - a. The United States and Canada
 - b. Latin America
 - c. Western Europe
 - d. Eastern Europe and Northern Asia
 - e. The Middle East and North Africa
 - f. Sub-Saharan Africa
 - g. Southern and Eastern Asia
 - h. The Pacific
2. Stand in a large circle.
3. Students move to the left as they use the tune “Happy Birthday” to review the eight world regions.
4. When they are finished the first time through, they will form two (2) circles and walk opposite directions as they continue to review the eight world regions.

Adaptations:

- None

References:

- None

Standard:

7th Grade Describe the geographic, political, economic and social structure of each region/country.

Purpose:

Students will review the geography of a given region.

Materials needed:

- Global ball (or other soft object)

Instructions:

1. Students stand in a circle.
2. One student is given the ball.
3. Student with the ball poses a question relating to geography of area being studied.
4. When question is posed the ball is tossed in the air in the middle of the circle.
5. Students continue to set the ball in the air until someone has the answer to the question posed. When a student has the answer, they will catch the ball and answer the question.
6. Play continues until teacher determines end time.

Adaptations:

- This activity can be used with any review.

References:

- None

Standard:

7th Grade Locating the different climate zones.

Purpose:

Students will recognize the characteristics of the different climate zones.

Materials needed:

- List of characteristics of climate zones

Instructions:

1. Have facilitator call out ONE characteristic that fits one or more climate zone(s). Examples: humid, 95°, rain forests, freezing, year-round open seaports, permafrost, etc.
2. Have students react in the following ways:
 - a. If characteristic fits the Torrid Zone: Do five (5) jumping jacks.
 - b. If characteristic fits the Temperate Zone: Stretch arms toward the ceiling, touch their hips then touch their toes.
 - c. If characteristic fits the Frigid Zone: Jump up and down to stay warm.
3. Note: You may have students doing more than one action because some characteristics may fit more than one climate zone, such as year-round open seaports, which would fit temperate and torrid zones. If students display actions that don't seem to fit, have them justify the reasoning for the actions. (Ex. Deserts in all three zones)

Adaptations:

- None

References:

- None